

Riseley C of E



Lower School

“Learning for Life”



*Riseley C of E Lower School is a Christian School.
Our mission is to provide learning in a safe and caring environment in which every child matters. We will strive to be a welcoming school, with the ambition to be successful in achieving our aims.*

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Headteacher: Mr David Dyson
Chair of Governors: Mrs Lynda Simister**



Welcome to our school

On behalf of the children, staff and Governors, I'd like to welcome you to Riseley C of E Lower School.

We are a school which believes in the value of every child and adult. As such we want all those who become part of our School community, whether a child or an adult, to feel valued, happy, respected and to recognise their role in continuing to make our School 'Outstanding'.

We believe that all children who become pupils at our School deserve the best and our aim is to help them succeed by reaching their potential in every area of School life, academic, social, personal, physical and spiritual.

Within our School we work very hard to create a team of teachers, non-teaching and support staff that will support each child in reaching their potential. Many who visit us comment on the strength of our 'staff team' and their shared commitment to help every child in the School achieve their best.

We value the broad and balanced curriculum which our staff offer and all children are able to access not only academic, but creative and physical areas of the National Curriculum fully, so that they receive the highest standard of education.

We hope as you read our school brochure you will gain a sense of the value that we place in each child and our desire to ensure standards, in all areas, remain as high as possible within the caring and happy community of our School.

If you have any questions, please do not hesitate to contact me.

Mr David Dyson
Headteacher



Our Aims

We will strive to achieve the following aims:

1. **Stay Healthy:** To promote healthy eating, an active lifestyle and respectful relationships between children and between children and adults within a structured and orderly environment.
2. **Be safe:** To provide an environment in which children feel cared for, taking responsibility for their own safety and that of others, in attractive and well-maintained premises.
3. **Enjoy and Achieve:** To provide a stimulating, creative environment in which children enjoy learning, enabling them to develop their individual skills and confidence and fulfil their potential through a curriculum that is relevant, broad, well-balanced and set in a framework of the Christian faith.
4. **Contribute to Community:** In partnership with the Church and motivated by our Christian foundation, we aim to provide opportunities for engagement with the community both locally and globally.
5. **Develop Economic Independence:** To work in partnership both with parents and the community to lay a foundation which prepares children for their on-going education and contributes to their economic independence and emotional health in adulthood.



Our Visions

Our vision reflects the Christian ethos of our School. We understand that children need to be loved and cared for and in turn care for others if they are to flourish. As a School we ensure that each child is valued and supported. We have a staff of extremely committed professionals who care deeply about the well-being of every child as well as having a determination for each child to reach their full learning potential.

A supportive, caring, family ethos permeates School life. We have many systems in place which encourage this e.g. a warm welcome at their classroom door in the mornings, well planned daily assemblies focussing on personal, social and moral issues, strong community links, annual fun events supporting charity work, whole school activity weeks such as 'Multicultural Week' and 'Arts Week' all of which are exciting ways to bring our whole school community together. An understanding that we all have different talents and needs is paramount if we are all to live and work together happily. We celebrate the achievements of our children in all curriculum areas; from demonstrating fair play in team games, to writing a descriptive poem. All achievements are valued and celebrated in our 'Special Assemblies'.



School Structure

The School caters for children between the ages of 3 and 9 years. There are, on average, between 120 - 140 children in the Main School. The governors endeavour to keep class sizes reasonable and to keep year groups together. At the age of 9 years children normally transfer to Margaret Beaufort Middle School in Riseley. At 13 years they transfer to Sharnbrook Upper School.

Children are normally offered part time places in the Nursery (the Foundation Stage) for the term after their third birthday, provided places are available. Parents of Reception children due to start in the September after their fourth birthday should apply through Bedford Borough Council admissions in the autumn term, the year before they are due to start. The curriculum for Nursery and Reception is based on the Early Learning Goals.

Nursery and Reception children are known as pre-statutory provision or Foundation Stage. Key Stage 1 refers to children in Year 1 (5-6 years) and Year 2 (6-7 years). Key Stage 2 refers to children in Year 3 (7-8 years) and Year 4 (8-9 years). Please note that Key Stage 2 covers 4 years. Therefore 2 years of this curriculum are continued at the Middle School (Years 5 and 6).



It is our policy to allow for flexibility in the timetable. There are many times when subjects such as geography, history and science are integrated within the literacy programme. Classes may also group their weekly time allocation into a block in order to create more depth in learning. During each term one week may be allocated to a special focus in the curriculum. In the past two years these have included such subjects as Book Week, Health Awareness, World Awareness, Science, The Olympics and Africa Week.

Teaching Methods

Children are taught in mixed ability classes, where the work is differentiated to meet the learning needs of the children. A mixture of teaching methods is used, ranging from whole class teaching, group work (either ability set or mixed ability, depending upon the subject taught) and individual tasks. Teaching staff are able to deploy this range of teaching strategies to enable the learning opportunities to be maximised. Teaching staff also include all learning styles in the delivery of their lessons e.g. practical, visual and aural.

Collective Worship

A daily act of collective worship is held, based on the teachings of the Christian Church. Children participate actively during this time of worship either through drama or through impromptu activities. Children are encouraged through this act of worship to develop their own spirituality. Parents do have the right to withdraw their child/children from both R.E. and Collective Worship. This would be done after careful consultation between the Headteacher and parents. To date no parent has exercised this right. 'Collective worship is at the heart of the school because it is the setting in which key moments in people's lives are recognised and held in prayer. This brings the community together and reinforces its Christian commitment to go the extra mile in meeting the particular needs of each individual'. (SIAS report January 2007)

Arts Policy and Provision

In 2008 the School achieved the Silver Artsmark award for the quality of provision and opportunity for the Arts (visual and performing) in the School. This School is committed to offering the children the widest possible range of arts provision. This includes developing multi-cultural and general art awareness through use of the School's own artefacts and other loans or by the use of visiting artists when available, and visits to local art galleries such as 'Cecil Higgins'. Peripatetic musicians visit on an annual basis to perform to the children. These have included string, woodwind and brass instruments. Theatre groups also visit regularly.



School Council

Each year every class elects two representatives to the School Council. Classes discuss issues which are then taken to the School Council meetings which are held several times each term. The aim of the Council is to give all children a greater understanding and involvement in the running of the School.

Eco Council

Similarly, each year, two children from Year 2 upwards are elected onto the Eco Council. The group meet regularly to discuss issues relating to the sustainability of our School and then formulate a plan of action. To date the Eco Council has purchased litter bins for the playground and has been involved in paper recycling to reduce the amount of paper misused. The Eco Council has been awarded a National Bronze Award.

Out of School Club

A 'Breakfast Club' and an 'After School Club' operate from our 'Kids' Club' base in the school building. This provides high quality childcare from 8.00 – 8.45 a.m. and 3.15pm - 5.30 p.m. for a maximum of sixteen children. It is run by a senior playleader, Mrs Heather Hofman, and the assistant playworker, Mrs Helen Towler. Booking forms and further details are available on request from the school office.



Our Curriculum

The Curriculum

We are extremely proud of our exciting curriculum, appreciating that we all learn best when we are enjoying the learning experience and having fun! Throughout our School, the curriculum takes on a thematic learning approach where skills and knowledge within one subject can be linked to another e.g. through the theme of 'Children in World War 2' children learnt how to test materials suitable to use in the blackout, design and make a model Anderson shelter, use their numeracy skills to work out a family's

rations per week and write letters from evacuees and much, much more! At the beginning of each term you will receive a curriculum information sheet giving details about your child's learning over the next term. It is our hope that you will share the information with your child and support them by visiting the library, finding useful websites, or simply talking about the topic area. Often parents have specific skills and resources that would benefit all children and we would warmly welcome any contributions.

We also invite visitors into School, organise themed dressing up days, and plan trips out of School in order to enthuse and make learning come alive for our children.

Foundation Stage Curriculum

The Foundation Stage begins in the Nursery and continues into the Reception year. The curriculum is organised into six areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

The children learn through structured, planned play activities. Access to outdoor play is an essential part of the curriculum and we are fortunate in having a large covered play area that is able to accommodate this in all weathers.

Year One to Year Four Curriculum

From Year One every child follows the National Curriculum which includes 11 subjects:

- English
- Mathematics
- Science
- Information and Communication Technology
- RE
- Design Technology
- Art
- Music
- Geography
- History
- Physical Education



English

Literacy consists of Speaking and Listening, Reading and Writing. It is our aim to encourage all children to read with confidence and enjoyment, to write for a range of purposes, to develop good listening skills and to speak for a variety of audiences.



Writing

A structured programme of synthetic phonics teaching and reinforcement is used in the Early Years, based on Letters and Sounds. Under the current government, Year 1 children will be tested on phonic knowledge at the end of the year. Parents will be informed of the outcome of the test. From the Foundation Stage through to Year 4 children are given wide opportunities to develop their creative and expressive skills whilst, at the same time, learn the technical skills of grammar, punctuation, spelling and handwriting.

Handwriting

A copy of how we form our letters is at the back of the booklet. Small case letters are used initially, with capital letters in appropriate places. We introduce a cursive writing style from the earliest stages. Emphasis is put on neat, careful handwriting and the children have regular practice in this. In Year 4 (8-9 years) children begin to write with a Berol Handwriting pen.



Reading

Learning to read, and to read with enjoyment, is given a very high priority within the School. We listen to individual readers as frequently as possible and advise parents to listen to their children read daily. A variety of reading schemes is used within the School. Class teachers will decide with the child on the books to be read until such time as the child is a truly independent reader.

In addition to this we encourage all children to choose their own books from class and school libraries.

Weekly guided reading sessions take place throughout the School; children are organised in ability groups and read and discuss under the guidance of an adult. The School Library Service also complements and adds to the stock of books available within the School.

Numeracy

The School provides a structured daily mathematics lesson of 45 minutes for Key Stage One and an hour for Key Stage Two. In Foundation Stage children also have daily numeracy sessions and activities. Teachers teach the whole class together for a high proportion of the time, and oral and mental work feature strongly in each lesson. Individual and group tasks are set according to children's ability. Children are expected to practise their number bonds to 10 and 20 at the appropriate stage of development at home on a regular basis. Also the learning of times tables is encouraged from Year 2. From time to time the class teacher may ask you to support numeracy development in other ways. Information is available from the school office regarding the support for numeracy in the home.

Science

The School follows our scheme of work, which ensures continuity of learning on transfer to the Middle School. Particular emphasis is placed on the scientific process. Children are encouraged to design 'fair tests', hypothesise, predict, and carry out investigations. They have to interpret results and findings and draw conclusions. The science work is frequently carried out as part of a topic-based curriculum. A wide range of equipment and apparatus is available for the children's use.



Information Technology

The School recognises the importance of educating children in the developing area of Information Technology. Accordingly, resources have been allocated to ensure that the Nursery has three computers and all the other classes have four computers and there is a laptop trolley with sixteen laptops. Pupils in all classes are able to use the internet within their classroom. A designated period of time is allocated for specific teaching of IT skills on a weekly basis and IT is also used to enhance all subjects in the curriculum. All children will have access to computers and programmable toys such as 'Beebot', 'Roamer' and 'Pip'. Children in each class are taught about internet safety.



RE

Children are encouraged to be actively aware of the living presence of God in their daily lives. In particular, Religious Education is closely linked with the festivals of the Christian year.

RE is linked to SEAL and Values. There is strong emphasis on learning about the Life of Jesus and on understanding and appreciating the Bible. Religious Education adheres to the requirements as set out in our Trust Deed. It is based on guidance issued by the St. Alban's Diocese and formulated in consultation with the Vicar and governors of the School. Appropriate time is to be set aside on a weekly basis. Opportunities are created to use Christian expertise from outside the school setting.



Art/Craft

Children are introduced to a variety of skills and techniques, using different media and materials. As their skills develop so they are better able to express and communicate their ideas. Children's work is displayed carefully and well to create a bright, interesting, visually stimulating environment in which to work.

Music

Music is integrated into the curriculum. A specialist music teacher teaches throughout the School. The children have opportunities to listen to music, to use musical instruments, both tuned and untuned, and to sing with piano accompaniment. Recorder groups are organised for short sessions during the week. There are opportunities for the children to use computer technology particularly at Key Stage 2 for composition work. Music from different cultures is emphasised as part of the programme of study. Assembly times provide an opportunity for children to listen to a wide selection of music from different times, cultures and composers. Children have the opportunity to take violin, cello, clarinet or flute lessons. Children may also learn piano or keyboard. These children start in Year 3. A charge has been levied by Bedford Music Service to cover the cost of each pupil's tuition (payable by parents).

Various concerts and performances are held throughout the year, giving the children opportunities to develop their confidence and ability to perform for an audience. During the summer term there is an annual summer concert which involves the whole school from reception to Year 4.

The older children perform each year in an Arts Festival held at Sharnbrook Upper School.



Design and Technology (Including Food Technology)

Children learn to develop their own ideas and understanding about the everyday world, to make enquiries, devise plans and look for solutions. Often these solutions will be practical and involve model making. Whatever the outcomes of their problem-solving activities children are encouraged to appraise their work and look for ways of improving. Children are taught woodworking skills as well as how to use tools effectively and safely. The School is well resourced with cooking equipment which enables food technology activities to be undertaken in classroom areas. Donations, for covering the cost of ingredients, are requested as required.

History

History is taught mainly through a topic-based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive. It allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We want them to understand how people have lived in the past and compare this to modern life. We encourage first-hand experiences through handling real artefacts and wherever possible arranging

field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

Geography

In Geography pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment of the countries they study. They then use the skills they have developed in Literacy, Numeracy and IT to report and record their findings.

Sports Provision and Physical Education

The School is keen to give all children the opportunity to participate in sporting activities. Children in Key Stage 1 and Key Stage 2 have a minimum of two hours physical activity per week. A comprehensive and varied curriculum is delivered under the leadership of a PE specialist. A range of after-school activities take place. These may include basketball, netball, football, cricket, dance, athletics, gymnastics and fencing. The children are able to use the apparatus in the hall frequently. There are also opportunities for the use of small apparatus i.e. balls, hoops and skipping ropes to help the children acquire the skills of throwing, catching and skipping. An annual sports day is held during the Summer Term. Movement, dance and drama opportunities are also created regularly on the timetable.



Personal, Social and Health Education

The School provides a structured time, usually 30 minutes per week, when children can participate in 'circle time' activities. The discussions are aimed at preparing the children for taking responsibility, developing self-esteem, considering health issues and building up an awareness of themselves and the way in which they relate to others. The work is designed to complement the topics covered in other subjects such as R.E. Science, SEAL and Values. Our aim is to develop the children's awareness of the needs of their bodies through correct diet, healthy lifestyle and acceptable

personal habits. The policy on Sex Education is grounded in our Personal, Social and Health Education Policy which emphasises that sex education is best addressed within the context of our planned topics in Year 4.

Modern Foreign Languages

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. At Riseley we teach French throughout KS2 in a fun and enjoyable way through choosing interesting and relevant topics that will engage and stimulate learning and develop children's curiosity of language.



Educational Visits and School Activities



Educational visits are arranged where appropriate to support the School curriculum. Under the provisions of the Education Reform Act, 1988, it is not possible to charge for those activities which take place during normal school time. However, Local Authorities and schools can invite voluntary contributions to support any school activity whether during or outside school hours. You will understand that educational visits cannot be funded without voluntary contributions. However, there is no obligation to contribute and no pupil in the group will be omitted from the visit. It will be necessary to have substantial voluntary parental contributions in order for the activity to take

place. Each time a visit is proposed, you will be notified of details and the suggested contribution.

Parents are also asked to fill in a form which gives permission for the staff to take the children out of school for short journeys i.e. walk around the village or for a church service.

During the spring term Year 4 children have a great opportunity to participate in a four-day residential activity course which takes place at Kingswood in Norfolk. The children are joined by the other four schools in the Margaret Beaufort cluster in preparation for their time at the Middle School together. Many other educational activities are arranged for the children within and between the schools of North Bedfordshire.



Special Needs

All the children in our School have individual needs. Some of the children may require extra help at specific times during their education, either with learning or behavioural issues. We have effective systems in place so that specific needs can be identified as soon as possible and appropriate support will follow. In some cases help and support is sought from external agencies, but parents' permission is required before approaching any support team; once this is given all parties can then work together for the benefit of the child.

Gifted and Talented Pupils

In our School we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality, there are pupils who are more able intellectually than others and pupils who are particularly talented in certain specific areas of ability. Just as we need a policy for provision for pupils with special education needs, so we need a policy for provision for pupils at the upper end of the ability range, who have their own special needs.

We believe that every child has the right to be included in a broad, balanced and relevant curriculum and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so that they can fulfil their individual potential.

Pupils who are identified by teaching staff as Gifted and Talented are placed on our register and lessons are appropriately differentiated to meet their needs. The co-ordinator and the Headteacher regularly review the provision for these pupils.

Equal Opportunities

The School implements a policy for equal opportunities, which reflects our commitment to ensuring that the curriculum is open to all children regardless of cultural background, gender or disability. Staff are aware of the need to monitor regularly how these opportunities are taken up and offer positive encouragement in areas where children may feel inhibited for whatever reason. Specific teaching about gender and disability issues is planned for through the PSHE curriculum. The School also aims to prepare children for adulthood in the culturally diverse society in which we all live. This is achieved by careful planning for multi-cultural education through various curriculum areas.

Homework Policy

Our homework policy is regularly revised and can be viewed on the School's website. All children are expected to read regularly at home. Children in Key Stage 2 have literacy activities, numeracy activities, reading, tables and take-home tasks linked to their topic. In Key Stage 1 and the Foundation Stage children have practice in reading, spelling and number facts and take-home tasks linked to the topic.



Assessment/Record Keeping

A system of continuous informal assessment is used within classrooms to monitor children's progress and to provide information on which to base future programmes of work. All children are given work at their appropriate ability level. The needs of the slow learner and the able child are met through a diversity of challenges and material offered.

During the Foundation Stage the Nursery staff complete the Foundation Stage Profile for each child. This is shared at the end of the year with parents. In the Year 2 class the children work through the Standard Assessment Tasks in the summer term with results reported to parents when completed. This year marks the end of Key Stage 1 in the National Curriculum. These children then move into Key Stage 2. The complete Key Stage is four years in duration and this means that two further years will be worked through in the Middle School system. In Years 3 and 4 further assessments are undertaken to monitor the children's' progress.

Children's progress in the curriculum is regularly monitored and assessed throughout the year. Children may produce topic folders annually containing examples of best work. This can form the basis of evaluation of progress and be a tool for discussion between teacher, parent and child.

Consultations

Parents are invited to visit the School to discuss their child's progress once each term during the School year. These sessions operate at ten minute intervals. Problems or concerns requiring a longer discussion time are dealt with by making a separate appointment. Parents are welcome to seek appointments with the Headteacher or teaching staff at other times. During the year curriculum development evenings are held to explain policy implementation, display resources and children's work. Parents are warmly invited to attend these.

Complaints about the Curriculum

If for any reason parents are concerned about any aspect of the curriculum currently on offer at our School, then it is hoped that the issue/s will be discussed initially with the child's class teacher. If the matter remains unresolved then the Headteacher would be informed and would become involved. In the very rare event of the matter still not reaching a satisfactory conclusion then an appeal by the parent to the governing body, via the chairperson, would be the next step. If there is still no satisfaction after this procedure has been worked through then the parent should take their complaint to the Secretary of State for Education. The governing body has drawn up a policy for complaints which is available from the School Office.



Working Together at Riseley Lower

Attendance

Our school hours are: **Key Stage 1 8.55am - 12.00 noon** **1.00pm - 3.15pm**
Key Stage 2 8.55am - 12.00 noon **1.00pm - 3.15pm**

Morning break is from 10.30 am to 10.50 am and afternoon break for Key Stage 1 is from 2.30 - 2.40 pm if required.

The School day starts at 8.55 am but classroom doors are open from 8.45 am and the children can come into the classrooms from this time. If children arrive at School late they are asked to report to the School Office. We would appreciate parents letting us know in advance if they need to take children out of School early. We need to have a written note from parents if children are to go home with a friend after School. This is particularly important if the children normally travel home on the school bus. If a child is absent for any reason parents should contact the School either by telephone or sending a verbal message on the first morning of absence to notify us of this. If notification is difficult on the first day, then a note is required explaining the absence when the child returns to School.

Rates of authorised and unauthorised absence 2011/2012

The number of pupils of compulsory school age on roll was 122.

The percentage of authorised absence was 4.0%. The percentage of unauthorised absence was 0.3%

Behaviour

At Riseley C of E Lower School, we believe that children have the right to learn in a safe and secure environment. We also believe that parents, teachers and non-teaching staff have the right to expect reasonable behaviour standards from our pupils as well as from each other. We support our behaviour expectations through rewarding good behaviour and imposing sanctions when unacceptable behaviour occurs. When children join our School, parents are encouraged to read and sign the Home/School agreement which outlines behaviour and discipline expectations. All classrooms and communal areas throughout the School display the 'Golden Rules' which are as follows:

1. Follow adult instructions first time.
2. Keep your hands and feet to yourself.
3. Be kind and polite.
4. Look after property.
5. Walk around the School calmly.



Health and Safety Care

The school nurse visits regularly and is available to advise you on any medical issues related to your child. Routine hearing and vision checks are carried out and the school nurse is also able to arrange medical examinations. The school dentist visits and undertakes regular checks on all children although parents may choose to opt out of this check up. Information will be sent on any treatment that might be required.

If your child requires speech therapy you can request an appointment with the therapist; in some cases we may recommend that a child needs help in this area.

If your child returns to School after an illness and needs prescribed medication you must complete and sign an Indemnity Form available from the School Office then hand the medicine to the Office staff. Please note that no member of staff is obliged to administer medicine. We will not administer non-prescribed medication.

We do need to know if your child suffers from allergies or asthma. Children requiring medication for asthma may keep their inhaler in the classroom. Please label inhalers clearly with the child's name.

Healthy School Status

In March 2011 we renewed our Healthy School Award recognising the many ways by which we encourage pupils to adopt a healthy lifestyle both within and outside curriculum time. As well as the two hours per week timetabled PE lessons, we encourage physical activity during playtimes on our playgrounds featuring an adventure trail, games area and the large playing fields and numerous fun and active playground markings. Our Playground Supervisors and Year 4 pupils have been trained in leading and encouraging playground games.

We encourage all pupils to have a water bottle in school and believe that it is important for children to have access to fresh water throughout the day (Educational research showing that pupils who are hydrated are better able to concentrate). We have water fountains from which children can refresh their water bottles throughout the day.

Child Safeguarding

Our School is committed to the protection and safety of the children entrusted to its care. There may be occasions where a child has said something which concerns us. Please do not be offended if we speak to you about this.

School security is very important to us. Please help us by keeping gates closed when you pass through them. All children are taught about road safety.

Extra-Curricular Activities

The School sees the importance of extra-curricular activities and provides a variety during the school day, mainly after school. Our schedule has included Aslan Club (Church club), basketball, chess, choir, fencing, football, gardening, gymnastics, netball, recorder and street dancing. There may be a fee charged for some of these clubs.

Shared Reading

We greatly appreciate parents finding the time on a regular basis to share books and listen to their child's reading. A home/school liaison booklet records comments between parents and teacher and keeps communication flowing.

Personal Property

We expect children to respect their own and other people's property. Children are asked not to bring personal property to School unless requested to by their teacher for a specific purpose. For playtime use we do permit the children to bring a small toy that fits in a hand. These should not be made of metal and should not have sharp edges. Expensive toys are best left at home since the school cannot take any responsibility for those which are lost or broken. At School we provide all other equipment necessary for learning.



Clothing

Parents are asked to send their children to School wearing the school uniform once the child is in the Reception Class (i.e. the September after their 4th birthday). Each item should be clearly named.

- Grey or black trousers or skirt
- Red or white polo shirt or blouse
- Red sweatshirt, sweater or cardigan
- Red and white summer dresses
- Black shoes; no high heels, open sandals or trainers
- Grey, white or red socks or tights
- Red baseball caps are available from the office during the summer months



PE Kit

- Black shorts
- A white school tee-shirt (with logo)
- Plimsolls or trainers

For indoor PE the children have bare feet, unless we are notified of a child having a verruca. Hair should be tied back.

Most of the school uniform and PE kit can be purchased at the school office. Orders are sent off regularly.

Art/Craft

Painting overalls with long sleeves are required throughout the School. An old, adult-sized shirt with elasticated sleeves worn back to front is ideal.

Jewellery

The wearing of jewellery is not recommended due to loss or injury. This includes the wearing of any earrings, including those for pierced ears. Novelty watches are not allowed because of the distraction element.

Newsletters

Children bring home newsletters every Friday. Copies of these letters are held in the school office or are available on our website at www.riseleylower.ik.org Please check, if your child has been absent, that you have not missed any important communication.

Snack

All Reception and KS1 children are eligible for the government's free fruit scheme where they receive fruit on a daily basis. KS2 children are encouraged to bring a piece of fruit to eat at their morning break. All children have the opportunity to receive a carton of milk on a daily basis. This initiative is free to under fives.

Lunchtimes

Lunchtimes at School are an opportunity for all children throughout the School to join together to eat their lunch and to play in the playground. We operate two sittings where children sit at tables in the hall with children from their own year group and across the School. This allows children to make new friendships with other year groups; we also find that older children enjoy helping their younger school friends. Children may stay for a hot meal or bring their own packed lunch in a named container. Hot meals are made on site by Caterlink. These meals are in line with DfE healthy eating requirements. We encourage the children to eat a balanced diet which we regularly promote through our curriculum and visitors into school. Please do not send sweets, drinks in glass bottles, cans or fizzy drinks. All utensils for packed lunches eg spoons should be brought to School in lunchboxes.

Lost Property

This finds its way to the Lost Property bin, off the side of the School hall. Parents may collect missing items from this point. Clothing which remains unclaimed after a term may be sold in aid of the PTA.

School Transport

Children who live more than two miles away from the School, but in the catchment area, are entitled to travel free on buses provided by Bedford Borough Council. If, for any reason, a child will not be travelling home on the bus as usual, the School must be informed by the parent, not the child. If parents have any queries regarding school transport enquiries should be made to Borough Hall Schools Transport.

Parking outside the school

Church Lane is extremely narrow and congestion of traffic outside, both morning and afternoon, creates a potentially dangerous situation for the children. Parents are requested to observe the parking restrictions in the form of double yellow lines. Parents are advised to park at the village hall and walk up the playing field. Illegal and inconsiderate parking places children's lives in danger. Our local community policeman patrols regularly outside the School monitoring the traffic flow. He also involves himself in liaison work with both staff and children using educational material supplied by Bedfordshire Constabulary.



Our Community Involvement

The School staff, parents and pupils have worked hard over a number of years to build close links with the local community. As a voluntary aided school we have established strong links with the local churches. At Harvest and Easter time we put on a special concert to which the elderly residents in our local community are invited. We have regular links with 'Brook House' a home for the elderly in the village. We regularly take part in village events such as the Litter Pick, and village fetes. We make full use of local people's expertise to come and talk to the children as part of our topic-related curriculum.

Charities

Each year the school aims to support a number of charities. We sponsor a child in India through World Vision. Other charities which have received help from the school in the past are: Bishop's Harvest for the Hungry Appeal, Christian Family Care Centre, Comic Relief, Sports Relief, NSPCC and the Samaritan's Purse. At Harvest time the children are invited to bring tinned goods to School to be donated to the Christian Family Care Centre in Bedford.

Visitors helping in school

We welcome parental help in School and there are lots of ways in which the additional help can be utilised. Small group work with the computer, sewing, cooking or gardening are more easily undertaken with extra pairs of hands. Sharing books with individual children and playing maths games are other ways in which parental assistance is valuable. We really do value your help; please tell us if you can spare time to help. A policy document is available from the School Office which explains more fully how parents can help within School. In order to safeguard our children, volunteers who attend School on a regular basis have Criminal Record Bureau clearance.



A letter from the Chair of the Governing Body

It is good to have this opportunity to tell you something of the work of the School's governors. As a Voluntary Aided Church of England School, the governors have for many years been actively involved in the management of the School. In fact, recent legislation has now brought responsibilities to all School governors long held by those of Aided schools. However, there remain clear advantages to our Aided status not only because of the particular Christian foundation of the School but also in terms of school buildings and their funding.

The composition of governing bodies is determined by law and in a School such as ours strongly reflects its foundation as a Church School. The local community is also served by the fact that non-staff governors live within the communities served by the School. This leaves the governors refreshingly free from political rivalries and able to unite to serve the best interests of our School. Although only one governor is elected by parents we are required to ensure that two foundation governors should also be parents so you can be sure we are anxious for the very best educational provision!



What then are the governors' responsibilities? The simple answer, the governors are ultimately accountable for everything in the running of the School except the kitchen! We are responsible for the administration of the School budget, the curriculum and for the buildings, although some items of maintenance remain with the LA. Much of the responsibility is of course exercised day to day by the Headteacher and members of staff, and rightly so. What we are seeking to achieve however, is a genuine partnership. We aim to create the very best for the School, between governors and staff, you as parents and the wider scene, the Local Authority and the Diocesan Education Committee.

Needless to say, long gone are the days when being a governor meant three brief meetings a year and coming to the School concert. Being a governor today demands a real commitment of time and energy. So do give the governors your full support and do remember we are responsible to you as parents to provide the very best for your children.

Lynda Simister
Chair of the Governing Body

A letter from the Chair of the PTA

As parent or guardian of a child at Riseley Lower School, either in the Main School or the Nursery Unit, you are automatically a member of the Parent Teacher Association. The PTA is a member of the National Confederation of Parent Teacher Associations.

The PTA committee organises social and fund raising activities to help provide additional equipment and resources which make a valuable contribution to the education of all children. During this past year the PTA has paid towards IT equipment and books for the School library; they have regularly contributed to School visits and support School fund raising events. The PTA has also paid for visits from Live Theatre.

The committee is elected annually, in the autumn term, at the AGM. The committee is made up of parents and teachers and consists of a chairman, vice-chairman (the Headteacher), treasurer, secretary and about a dozen other members. The committee meets regularly during the year and is always pleased to welcome new members who feel they would like to help in any aspect of the PTA's work. We feel that the PTA has a great part to play in the life of the School. Children who see their parents being involved in their education will often feel happier and more committed to the School.

If you feel unable to join the committee, we hope that you will enjoy supporting School events. You will be kept regularly updated with PTA news in the School newsletters.

Liz Jenness
Chairperson of the PTA



And finally what do our children think?

‘The teachers are excellent.’

‘We have brilliant discos.’

‘The uniform is very comfortable.’

‘The trips are fun.’

‘We learn a lot.’

‘I like doing electricity in science.’

‘I like doing handwriting.’

‘We’ve got good friends here.’

‘We take our time to do careful painting.’

‘Quiet reading is great and there are lots of books to choose from.’

‘There are lots of nice people in our school.’

‘I like everything about our school, we get to learn a lot.’

‘It’s easy to settle into Riseley Lower School.’

‘We learn more things in numeracy.’

‘There are many fun activities in the class and in clubs.’

‘I like it when we get stickers.’

We all look forward to working with you in the future!



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Headteacher: Mr David Dyson
Chair of Governors: Mrs Lynda Simister